

**Carl D. Perkins Vocational and Technical Education Act  
Annual Performance Report Instrument  
July 1, 2001 – June 30, 2002**

**Purpose:** This Annual Performance Report is an instrument designed to collect information on those career and technical education programs that received funding under the Carl D. Perkins Vocational and Technical Education Act for the current program year, July 1, 2001 through June 30, 2002.

**General Instructions:** Please read and complete all sections. Your answers should reflect required and permissible activities that occurred in those career and technical education subject areas funded during the current program year ending June 30, 2002. If you need additional space, please attach a separate sheet. Narrative answers should be concise and specific. This document can be accessed directly from our website, *www.state.ct.us/sde*. This report is due on or before June 28, 2002. Mail this report to: Roberta Pawloski, Chief, Bureau of Career and Adult Education, 25 Industrial Park Road, Middletown, CT 06457.

**School/District Name:** \_\_\_\_\_ **District Code:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_ **Telephone:** (    ) \_\_\_\_\_

**Fax Number:** \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

**Part A – Required Activities**

**1. Program Areas**

**Please check program areas that were offered in 2001-2002. Indicate with an asterisk (\*) those program areas in which there were concentrators at the conclusion of the year.**

<b>Program Areas (Asterisk* areas with Concentrators)</b>	<b>Check Programs Offered</b>
Agriculture Education	
Business and Finance Technology	
Cooperative Work Education	
Family and Consumer Sciences	
Marketing Education	
Medical Careers	
Technology Education	

2. **Perkins grant recipients are required to improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic, career and technical components of such programs. This can be accomplished by integrating academics with career and technical education programs through the creation of coherent sequences of courses that increase relevancy and improve learning in both the core academic as well as career and technical subjects. Please check any of the following improvements utilized.**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Career plans are used to sequence courses leading to both academic and occupational competencies.                           |
| <input type="checkbox"/> | Academic skills are infused into career and technical education curricula.  |
| <input type="checkbox"/> | Basic academic skills are incorporated into career and technical education classes.   |
| <input type="checkbox"/> | Learning labs and/or tutoring in basic skills is provided for career and technical education students who need remediation. |
| <input type="checkbox"/> | State, consortia or locally developed applied academic curricula are utilized.  |
| <input type="checkbox"/> | Employability or generic workforce skills are incorporated into career and technical education courses.                     |

Other methods utilized to infuse academic integration into career and technical subject areas include:

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3. **Perkins grant recipients are expected to provide students with strong experience in and understanding of all aspects of the industry they are preparing to enter. This emphasis on all aspects of an industry includes: planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health, safety, and environmental issues. Please check the activities utilized to evaluate progress in this area.**

- |                          |   |                          |                                   |
|--------------------------|---|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Self-evaluation                         | <input type="checkbox"/> | Post graduation survey            |
| <input type="checkbox"/> | Student/employer communication          | <input type="checkbox"/> | Program advisory committees       |
| <input type="checkbox"/> | Occupational Outlook Handbook           | <input type="checkbox"/> | Dictionary of Occupational Titles |
| <input type="checkbox"/> | Follow-up studies of program completers | <input type="checkbox"/> | Student internships               |
| <input type="checkbox"/> | Student involvement on committees       | <input type="checkbox"/> | Local advisory committees         |
| <input type="checkbox"/> | Work-based learning                     | <input type="checkbox"/> | Job shadowing                     |

Other methods utilized to address all aspects of the industry include:

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4. **Perkins grant recipients are to provide comprehensive professional development for career and technical, academic, guidance, and administrative personnel. Below are suggestions for professional development activities. Please check those that have been utilized in your district.**

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|-------|---|
| _____ | National, regional and/or state conferences for career and technical education                                      |
| _____ | In-service training focusing on the integration of academic and career courses                                      |
| _____ | In-service training focusing on career development  |
| _____ | Internships/externships for career and technical education teachers and/or counselors                               |
| _____ | Team teaching between academic and career and technical education teachers  |
| _____ | Local provision of professional development   |
| _____ | Academic and career and technical education teachers coordinate course content and/or jointly develop new curricula |

Other professional development activities utilized include:

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5. **Members of special populations include students who are identified as:**

- **individuals with disabilities**
- **individuals who are educationally and economically disadvantaged**
- **individuals with limited English proficiency (LEP)**
- **single parents**
- **displaced homemakers, and**
- **students enrolled in subject area courses leading to careers that are historically non-traditional for their gender.**

**How have you identified the barriers special populations students face in striving to achieve success in career and technical education programs? Following is a list of suggested methods for meeting this requirement. Please check any of the methods that you utilize.**

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|--------------------------|--|
| <input type="checkbox"/> | Review of class schedules for conflicts  |
| <input type="checkbox"/> | Comparison of basic skills completion rates  |
| <input type="checkbox"/> | Additional assessments of academic skills  |
| <input type="checkbox"/> | Additional assessments of pre-vocational skills                                      |
| <input type="checkbox"/> | Student surveys for physical, financial, and language barriers                       |
| <input type="checkbox"/> | Review training of career & academic staff in accommodation techniques               |
| <input type="checkbox"/> | Advisory committees formed of students, parents, teachers, counselors, and employers |
| <input type="checkbox"/> | Enrollment procedure reviews   |
| <input type="checkbox"/> | Physical accessibility surveys   |
| <input type="checkbox"/> | Enrollment trend reviews   |

Other methods utilized to identify barriers include:

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**6. Following is a list of methods for addressing barriers that stand in the way of success for students identified as special populations. Identify strategies that you have used to address this required activity.**

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|--------------------------|---|--------------------------|--------------------------|
| <input type="checkbox"/> | provide an interagency coordinator                  | <input type="checkbox"/> | counseling               |
| <input type="checkbox"/> | development/training                                | <input type="checkbox"/> | recruitment professional |
| <input type="checkbox"/> | financial aid/planning                              | <input type="checkbox"/> | assistive technology     |
| <input type="checkbox"/> | provide awareness of available resources to staff   | <input type="checkbox"/> | improve accessibility    |
| <input type="checkbox"/> | community agency referral                           | <input type="checkbox"/> | Regional Education       |
| <input type="checkbox"/> | encourage participation in non-traditional programs | <input type="checkbox"/> | Service Centers services |

Other methods utilized to address barriers include:

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7. Following is a list of suggested methods designed to enable special populations to meet performance levels. Check those methods that you utilized to address this required activity.

<input type="checkbox"/> counseling	<input type="checkbox"/> career activities
<input type="checkbox"/> job shadowing	<input type="checkbox"/> employability skills
<input type="checkbox"/> basic skills	<input type="checkbox"/> tutors
<input type="checkbox"/> job coaches	

Other methods utilized to assist special populations in meeting performance levels include:

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8. Briefly describe an exemplary professional development activity that took place in your district in 2001 - 2002. Why do you regard it as exemplary?

**9. Continuous Improvement**

- A. What processes are in place to assess the effectiveness of your program?

How will these results be incorporated in program operations for the 2002-2003 school year?

#### 10. Secondary/Post-Secondary Linkages

Please indicate the linkages that have been established with post-secondary institutions (for example, Tech Prep). Identify the post-secondary institution, the specific career and technical education program area linkage, and a brief description.

Post-Secondary Institutions	Career and Technical Education Program Areas	Description of Activities
	Agriculture Education	
	Business & Finance Technology	
	Family & Consumer Sciences	
	Marketing Education	
	Medical Careers	
	Technology Education	

## Part B - Permissible Activities

Please check below and briefly describe the permissible activities supported with Perkins Funds in 2001– 2002.

✓	Permissible Activities	Description of Activity
	Partnerships that include business, labor, community based organizations	
	Parental Involvement	
	Career guidance and counseling	
	Programs that assist special populations	
	Support for Career and Technical Student Organizations (CTSOs) formerly known as Vocational Student Organizations (VSOs)	
	Mentoring and support services at school	
	Mentoring at the workplace	
	Purchase of new or upgraded equipment for instructional use	
	Teacher preparation programs	
	Support for Family Consumer Science Programs	
	Programs that assist adults and school dropouts for program completion	
	Assist in placement of students in post-secondary and/or employment opportunities	
	Provide employment information and counseling for non-traditional careers	